

**LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**



Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

By

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**DEPARTMENT OF ENGLISH EDUCATION
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MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2018**

APPROVAL

**LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**

RESEARCH PAPER

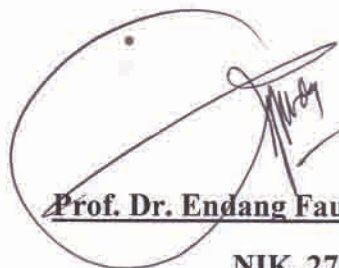
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Accepted and approved by the board of Examiners

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on July 2018

The Board of Examiners:

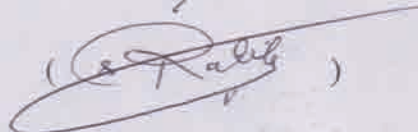
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(Chair Person)

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PRONOUNCEMENT

I am the researcher, signed on the statement below:

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Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which writing are referred in the manuscript and mentioned in the literary review and bibliography.

If later, the results of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, July 9th 2018

The Researcher



EVI KARLINA PUTRI HANDAYANI

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MOTTOS

“NO MATTER WHAT HAPPENED, LIFE MUST GO ON”

**“DON’T WORRY ABOUT FAILURES. WORRY ABOUT THE CHANCES
YOU MISS WHEN YOU DON’T EVEN TRY”**

(WINSTON CHURCHILL)

DEDICATION

This research paper is dedicated for:

- Allah Subhanahu wa Ta'ala
- My beloved Mother and Father who always pray for my success and support me in every situation.
- My beloved brothers who have given me care and supports.
- My beloved best friends in Muhammadiyah University of Surakarta, namely Dita Indah, Yuni Wahyu, Lilis Rochmah, Esti Trismiyati, Oktaviani Pangestika, Wulan Rohmah, Ervilia Prawinda, Sheila Arumaisya, and those who cannot be mentioned one by one. Thanks for being such a great friends to me.
- To all of my classmates in Department of English Education. Thanks for being such a kind-hearted friends and giving me supports all the time.

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8. All the students of Department of English Education, thanks for being such a kind-hearted friends to me,

9. Those who cannot be mentioned one by one toward their supports to the researcher in completing this research.

I realize that this research paper is far from being perfect. I hope that this research paper would be valuable for the readers. Suggestions and criticisms are expected.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Surakarta, July 9th 2018

The Researcher,

Evi Karlina Putri Handayani

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**LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT
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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan umpan balik koreksi yang digunakan oleh dosen di kelas berbicara di fakultas bahasa Inggris di Universitas Muhammadiyah Surakarta. Tujuan penelitian ini adalah untuk mendiskripsikan: 1) tipe-tipe umpan balik koreksi yang diberikan dosen, 2) tipe umpan balik koreksi yang dominan digunakan dan 3) tujuan dari umpan balik koreksi. Penelitian ini adalah penelitian deskriptif kualitatif. Subyek penelitian ini adalah dosen dan mahasiswa di kelas berbicara. Metode pengumpulan data pada penelitian ini adalah observasi, wawancara dan rekaman suara. Teknik analisis data yang digunakan adalah pengurangan data, penampilan data, kesimpulan dan verifikasi. Peneliti mendapat data dari peristiwa, responden dan dokumen. Hasil dari penelitian ini menunjukkan 1) ada lima tipe umpan balik koreksi yang digunakan oleh dosen yaitu eksplisit, perombakan, metalinguistik, pancingan and klarifikasi, 2) tipe umpan balik koreksi yang dominan digunakan oleh dosen adalah koreksi perombakan, 3) peneliti menemukan beberapa tujuan dari umpan balik koreksi yang diberikan oleh dosen yaitu sebagai penyedia informasi bagi dosen dan siswa, sebagai pemandu siswa untuk menjadi siswa yang mandiri, sebagai penyedia anjuran tentang belajar untuk siswa, memberi motivasi kepada siswa dan menyediakan masukan bahasa bagi siswa.

Kata Kunci: koreksi dosen, berbicara, dosen, tipe, dominan, tujuan.

Abstract

This study aimed to describe the implementation of corrective feedback which was used by lecturers in speaking class at the English Department of Muhammadiyah University of Surakarta. The purpose of this study was to describe: 1) the types of corrective feedback, 2) the dominant type of corrective feedback and 3) the purpose of the corrective feedback. This research was a descriptive qualitative research. The subjects of the research were the lecturers and the students in speaking class. Methods of data collection in this study were observation, interview, and voice recording. The techniques of analyzing data were data reduction, data display, conclusions and verification. The researcher got the data from events, respondents and documents. The results of the research showed that 1) there were five types of corrective feedback used by the lecturers, namely explicit correction, recast, metalinguistic, elicitation and clarification request, 2) the dominant type of corrective feedback that was used by the lecturers was recast correction, 3) the researcher found some purposes of corrective feedback provided by the lecturers. They were as a provider of information for lecturers and students, guiding the students to be independent students, as a provider of advice for students, motivating the students, and providing language input for students.

Keywords: corrective feedback, speaking, lecturers, types, dominant, purpose.

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